**Happy Talk Speech and Language Therapy Service for Hope High School**

**Annual Report 2019/2020**

**Introduction**

Hope High School commissioned 6 hours per week of Speech and Language Therapy Support for the Academic Year 2019/2020. This has been delivered by Melanie Cookson (Specialist Speech and Language Therapist, Sensory Integration Practitioner and Clinical Lead for SEMH provision for Happy Talk SALT Ltd.). Unfortunately, due to the COVID-19 pandemic it was only possible to deliver support in the Autumn and Spring Terms 2019/20.

A 3-tiered service delivery model is employed within Hope High School, providing support at a Universal (Tier 1), Targeted (Tier 2) and Specialist (Tier 3) Level. In addition to this, in Summer Term 2019 Sensory Integration assessments were introduced in school as part of post graduate study the Speech and Language Therapist was undertaking to become a qualified Sensory Integration Practitioner.

This report highlights the work delivered across each level of support for this academic year and planned provision as we look forward to 2020/21.

**Universal Provision**

Universal Services are those delivered to all pupils within a school, year group or Key Stage, to promote the speech, language and communication of all pupils or to identify difficulties early.

Within Hope High School, the following Universal Services have been provided in the Autumn and Spring Terms 2019/2020:

1. **Whole School Language Assessment**

The Whole School Language Assessment is delivered by the Speech and Language Therapist on behalf of school, for all new pupils in school. Through this assessment school aim to identify pupil’s Speech, Language and Communication needs across the school and enable appropriate class and school-based support to be provided to meet those needs.

The majority of assessments for new pupils were completed before the Summer Term 2020, after which it was not possible to carry out any further Whole School Language Assessments due to the school closure.

A report outlining the findings from the assessment and an analysis of need across each year group as well as the school as a whole, is attached to this report.

1. **Vocabulary Enrichment Project**

This project has been delivered jointly by school staff (Val Griffiths and Lee Baines), the Specialist Teacher in school (Joanne Gladders), the Speech and Language Therapist (Melanie Cookson) and led by Lucy O’Kane (SENCo and Assistant Headteacher).

The overall objective of the project was to ‘close the vocabulary gap’ for lifelong learning and achievement through:

* Increasing staff awareness of the importance of vocabulary for learning and social development.
* Identifying key vocabulary to be taught within lessons/interventions, including subject specific, cross-curricular and social vocabulary.
* Introducing a structured approach to teaching identified vocabulary across lessons.

Speech and Language Therapy support for this project included co-writing the proposal for the project with the Specialist Dyslexia Teacher, including identifying the need within school and sourcing research evidence, and providing training and resources for staff to support vocabulary teaching within class. We plan to evaluate the implementation and impact of the project over the next academic year, although we anticipate that this will have been affected by the pandemic.

**Proposed Universal Services to be implemented in 2020/2021 (further areas of support may be identified following discussion with the school SENCO/Assistant Headteacher):**

Continue to provide the Whole School Language Assessment for new starters in school.

* Evaluation and continued support for the Vocabulary Enrichment project.
* Continued support to implement sensory environments and sensory strategies/sensory movement breaks across school.

Training for new staff could also be provided if required:

* An introduction to Speech, Language and Communication needs in pupil’s with SEMH
* An introduction to Sensory Processing difficulties in pupil’s with SEMH

**Targeted Provision**

Targeted Services are those delivered within school to individuals/groups of pupils, who have been identified for inclusion within the intervention by school.

In Autumn and Spring Term 2019/20, the Speech and Language Therapist worked with Mr Lee Baines, English Teacher and Form Tutor for Group 6.  7 out of the 10 pupils in Group 6 were on the Speech and Language Therapy caseload and Mr Baines was keen to provide additional support for these pupils within class.  We worked together to identify the individual needs of pupils and also asked pupils to complete a self-evaluation questionnaire to evaluate their own strengths and difficulties within class.  Based on these assessments, support was provided in class which included:

* Increased use of visuals to support memory and recall of information.
* Introduction of vocabulary maps for key words within lessons to support vocabulary learning.
* Support for identified pupils to recognise when they needed help and to ask for help/clarification independently, reducing their reliance on support from the TA in class and increasing their independence in learning.
* Introduction of movement breaks at the end of lessons to support engagement and attention for pupils who were seeking movement within class.

As yet we have been unable to evaluate the impact of this project due to the closure of school during the Summer Term, but we will look to do this in this academic year.

Other targeted provision has been delivered for pupils SLCNs by Mrs Val Griffiths, Learning Resource TA, who has continued to use activities and strategies from the Talk Boost Intervention programme with identified pupils in school. This intervention was introduced in school in 2018/2019 as part of a national project led by ICAN, The Children’s Communication Charity.

**Proposed Targeted Services to be implemented in 2020/2021 (further areas of support may be identified following discussion with the school SENCO/Assistant Headteacher):**

Over the last year, we have seen a significant increase in the number of pupils on the caseload for specialist Speech and Language Therapy support. This year we are working with other intervention staff in school to provide therapy plans for pupils on the specialist caseload which will be delivered as part of their other interventions in school. This will enable us to meet the needs of more pupils on specialist caseload through targeted provision.

**Specialist Provision**

Specialist Services within school are those delivered to pupils and/or their families with an identified specific need that cannot be met by services within school/existing interventions. They require the SALT to carry out individual assessments and plan interventions based on the needs of the child/family identified through the assessment. Where pupils (and their families) are identified as requiring specialist assessment/intervention, informed consent for treatment and data processing must be obtained using the Happy Talk SALT Ltd GDPR consent form provided to school.

30 pupils were on the SALT caseload in 2019/2020 for specialist assessment and/or intervention. Of these 30 pupils:

* 11 were new referrals in 2019/20
* 10 have been identified as needing support for Sensory Processing needs alongside their Speech and Language Therapy needs
* 3 have now been discharged

Unfortunately, due to the school closure in Summer Term 2020, it was not possible to complete assessments for all new referrals in 2019/2020. Working with the school SENCO/Assistant Head Teacher, we have identified priorities for initial assessments in Autumn 2020 and are putting therapy plans in place for all other children on the caseload to enable other intervention staff in school to meet their SLCNs and SI needs, whilst they wait for a specialist assessment. For pupils identified for further specialist assessment following the whole school language assessment completed in 2019/2020, the whole school language assessment data will be used to identify targets/areas of need.

Due to the high numbers of pupils on the specialist caseload, as assessments are completed therapy plans will also be put in place for these pupils to meet their SLCNs and SI needs, as it is envisaged that the majority of this academic year will be needed to complete specialist and whole school language assessments, as well as review pupils needs and complete transition reports for those pupils in Year 11 who will be leaving Hope High school at the end of this academic year.

**Proposed Annual Plan for Delivery of SALT support in school**

|  |  |
| --- | --- |
| Autumn Term | Completion of Specialist Assessments for the new Year 7 pupils and pupils identified as priorities for assessment by the school SENCO.  Therapy plans to be in place for all existing pupils on the SALT caseload. |
| Spring Term | Completion of Specialist Assessments for the new Year 7 pupils and pupils identified as priorities for assessment by the school SENCO.  Completion of Specialist Assessments for pupils identified for further assessment from the Whole School Language Assessment in 2019/2020.  Begin Whole School Language Assessment for those pupils not already assessed through the specialist caseload.  Review therapy plans as required. |
| Summer Term | Complete Whole School Language Assessment for those pupils not already assessed through the specialist caseload.  Review therapy plans as required.  Complete review assessments and transition reports for Year 11 pupils on the specialist caseload. |